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ABSTRACT

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for a middle school home economics program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within the outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains five units: (1) empowering skills; (2) self-identity; (3) relating to others; (4) becoming independent; and (5) managing personal and economic resources. (YLB)

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ED 388 848

OCAP

OHIO'S COMPETENCY ANALYSIS PROFILE

MIDDLE SCHOOL HOME ECONOMICS

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Division of Vocational and Career Education
Ohio Department of Education

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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in FY93). Advancing items (marked with one asterisk) are needed to advance in a given occupation. Futuring items (marked with two asterisks) are needed to enter and remain in a given occupation three to four years from now.

Districts may add as many units, subunits, competencies, and competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their courses of study and monitor competency gains via the new competency testing program.

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OHIO COMPETENCY ANALYSIS PROFILE

MIDDLE SCHOOL HOME ECONOMICS

UNIT 1: Empowering Skills

COMPETENCY 1.0.1: Apply problem solving skills in a variety of situations

COMPETENCY BUILDERS:

1.0.1.1 Assess the importance of learning how to solve problems
1.0.1.2 Identify ways to resolve problems
1.0.1.3 Evaluate ways to solve problems
1.0.1.4 Evaluate sources of information
1.0.1.5 Identify influences on problem-solving process
1.0.1.6 Analyze consequences of alternatives
1.0.1.7 Justify solutions that are best for self and others

COMPETENCY 1.0.2: Apply interpersonal skills

COMPETENCY BUILDERS:

1.0.2.1 Identify personal needs, wants, and feelings
1.0.2.2 Help others explain their feelings
1.0.2.3 Identify ways to work cooperatively with others of diverse backgrounds
1.0.2.4 Assess and be sensitive to others' feelings and points of view
1.0.2.5 Identify strategies to express feelings of caring for self and others
1.0.2.6 Identify strategies to give and receive negative feedback
1.0.2.7 Identify reasons to act in caring ways
1.0.2.8 Describe consequences and benefits of acting in caring ways

COMPETENCY 1.0.3: Apply personal management skills

COMPETENCY BUILDERS:

1.0.3.1 Describe the importance of management
1.0.3.2 Compare management strategies
1.0.3.3 Apply the management process when planning for action

* Advancing
** Futuring

COMPETENCY 1.0.4: Apply citizenship skills at home, school, and in the community

COMPETENCY BUILDERS:

1.0.4.1 Describe the rights and responsibilities of citizenship
1.0.4.2 Recognize the importance of leadership and volunteerism/community service to citizenship
1.0.4.3 Assess the value of volunteering/community service
1.0.4.4 Identify the qualities of a good leader
1.0.4.5 Identify the characteristics of a responsible volunteer
1.0.4.6 Participate in leadership and volunteer/community service opportunities

UNIT 2: Self-Identity

SUBUNIT 2.1: Self-Formation

COMPETENCY 2.1.1: Build positive self-esteem

COMPETENCY BUILDERS:

2.1.1.1 Evaluate the importance of self-esteem
2.1.1.2 Identify consequences of positive and negative self-esteem
2.1.1.3 Identify factors affecting self-esteem
2.1.1.4 Identify ways to build self-esteem

COMPETENCY 2.1.2: Examine the influence of personal values and attitudes

COMPETENCY BUILDERS:

2.1.2.1 Determine sources of personal values
2.1.2.2 Examine the relationship between values, attitudes and behavior

COMPETENCY 2.1.3: Develop a plan to achieve personal goals

COMPETENCY BUILDERS:

2.1.3.1 Examine the importance of setting goals
2.1.3.2 Examine types of goals
2.1.3.3 Identify steps for achieving goals

* Advancing
** Futuring

COMPETENCY 2.1.4: Evaluate choices for expressing emotions

COMPETENCY BUILDERS:

2.1.4.1 Identify types of emotions
2.1.4.2 Describe consequences of emotions
2.1.4.3 Identify ways to cope with emotions in positive ways
2.1.4.4 Identify resources that assist individuals and families with emotional issues

COMPETENCY 2.1.5: Describe factors affecting self-identity*

COMPETENCY BUILDERS:

2.1.5.1 Describe the developmental characteristics of early adolescence*
2.1.5.2 Evaluate factors affecting early adolescent development*
2.1.5.3 Examine developmental changes of adolescence*
2.1.5.4 Identify the characteristics of a mature adult*
2.1.5.5 Describe roles and role expectations*

COMPETENCY 2.1.6: Demonstrate self-control*

COMPETENCY BUILDERS:

2.1.6.1 Analyze factors affecting self-control*
2.1.6.2 Develop strategies to assume self-control*

UNIT 2: Self-identity

SUBUNIT 2.2: Personal Appearance

COMPETENCY 2.2.1: Create a personal image that enhances self-esteem

COMPETENCY BUILDERS:

2.2.1.1 Examine the importance of personal image
2.2.1.2 Explain the relationship between personal image and self-esteem
2.2.1.3 Analyze factors affecting personal image
2.2.1.4 Develop a plan to create a positive personal image

* Advancing
** Futuring

COMPETENCY 2.2.2: Demonstrate grooming skills that enhance self-esteem

COMPETENCY BUILDERS:

2.2.2.1 Explain the importance of grooming
2.2.2.2 Distinguish the qualities of a well-groomed person
2.2.2.3 Identify and practice grooming skills

COMPETENCY 2.2.3: Make decisions about clothing selection*

COMPETENCY BUILDERS:

2.2.3.1 Describe the role of clothing*
2.2.3.2 Analyze factors influencing clothing selection*
2.2.3.3 Determine consequences of clothing selection*

UNIT 2: Self-Identity

SUBUNIT 2.3: Sexuality

COMPETENCY 2.3.1: Make decisions about sexual behavior

COMPETENCY BUILDERS:

2.3.1.1 Describe sexual development
2.3.1.2 Evaluate sources of information about sexual decision making
2.3.1.3 Analyze factors influencing sexual decision making
2.3.1.4 Identify the advantages of abstinence
2.3.1.5 Evaluate choices regarding sexual activity
2.3.1.6 Evaluate ways to communicate values and attitudes regarding sexual activity
2.3.1.7 Identify ways to assume responsibility for sexual activity
2.3.1.8 Evaluate consequences of sexually transmitted diseases
2.3.1.9 Describe strategies to prevent sexually transmitted disease

* Advancing
** Futuring

COMPETENCY 2.3.2: Assess impact of teenage pregnancy

COMPETENCY BUILDERS:

2.3.2.1 Evaluate the consequences of teenage pregnancy
2.3.2.2 Determine responsibilities of a pregnant teen
2.3.2.3 Analyze reasons teens become pregnant
2.3.2.4 Evaluate feelings and problems of teenage parents
2.3.2.5 Determine the responsibilities of teenage parenthood
2.3.2.6 Identify resources available to pregnant teens and teenage parents

UNIT 2: Self-Identity

SUBUNIT 2.4: Healthy Lifestyle

COMPETENCY 2.4.1: Establish wellness strategies that have positive consequences for self and others

COMPETENCY BUILDERS:

2.4.1.1 Explain the importance of wellness and good health
2.4.1.2 Evaluate strategies for maintaining wellness and good health
2.4.1.3 Identify appropriate health care services
2.4.1.4 Identify current health concerns
2.4.1.5 Identify the role of physical fitness in maintaining wellness and good health

COMPETENCY 2.4.2: Demonstrate skill in making healthy food choices

COMPETENCY BUILDERS:

2.4.2.1 Analyze factors affecting food choices
2.4.2.2 Analyze the consequences of healthy and poor nutrition
2.4.2.3 Evaluate sources of nutrition information
2.4.2.4 Select nutritious foods

COMPETENCY 2.4.3: Develop a plan to maintain healthy weight

COMPETENCY BUILDERS:

2.4.3.1 Explain importance of maintaining a healthy weight
2.4.3.2 Analyze factors affecting weight management
2.4.3.3 Evaluate methods of weight management

* Advancing
** Futuring

COMPETENCY 2.4.4: Examine the impact of eating disorders*

COMPETENCY BUILDERS:

2.4.4.1 Describe types of eating disorders*
2.4.4.2 Analyze factors affecting eating disorders*
2.4.4.3 Identify resources to help individuals with eating disorders*

COMPETENCY 2.4.5: Develop strategies to cope with stress

COMPETENCY BUILDERS:

2.4.5.1 Describe types of stress and their consequences
2.4.5.2 Analyze sources of stress
2.4.5.3 Identify symptoms of stress
2.4.5.4 Identify and practice stress management strategies

COMPETENCY 2.4.6: Make healthy lifestyle choices when confronted with substance abuse

COMPETENCY BUILDERS:

2.4.6.1 Summarize the consequences of substance abuse
2.4.6.2 Analyze the factors affecting substance abuse
2.4.6.3 Compare ways to deal with substance abuse
2.4.6.4 Examine the impact of substance abuse on the family
2.4.6.5 Identify and practice strategies to prevent substance use

COMPETENCY 2.4.7: Design a plan for use of leisure time

COMPETENCY BUILDERS:

2.4.7.1 Describe the use and value of leisure time
2.4.7.2 Analyze factors that influence the use of leisure time*
2.4.7.3 Evaluate positive and negative consequences of leisure-time activities*

COMPETENCY 2.4.8: Assess the impact of adolescent suicide and depression*

COMPETENCY BUILDERS:

2.4.8.1 Identify warning signs of someone considering suicide*
2.4.8.2 Identify strategies to deal with feelings of suicide or depression*
2.4.8.3 Identify resources for those considering suicide*
2.4.8.4 Explain the need for a suicidal or depressed person to obtain professional help*

* Advancing
** Futuring

UNIT 3: Relating to Others

SUBUNIT 3.1: Communication

COMPETENCY 3.1.1: Communicate effectively with others

COMPETENCY BUILDERS:

3.1.1.1 Explain the importance of direct communication in relating to others
3.1.1.2 Identify barriers to effective communication
3.1.1.3 Describe the process of effective communication
3.1.1.4 Identify ways different people communicate
3.1.1.5 Analyze the effect of nonverbal communication
3.1.1.6 Demonstrate reflective listening

COMPETENCY 3.1.2: Communicate effectively through assertive behavior

COMPETENCY BUILDERS:

3.1.2.1 Distinguish between assertive, passive, and aggressive behavior in communication
3.1.2.2 Determine the need for assertive behavior in promoting personal safety, welfare and dignity
3.1.2.3 Demonstrate assertiveness skills
3.1.2.4 Develop strategies to deal with high-risk and undesirable situations

COMPETENCY 3.1.3: Apply skills in resolving conflict

COMPETENCY BUILDERS:

3.1.3.1 Determine the importance of conflict management
3.1.3.2 Identify causes of conflict
3.1.3.3 Identify strategies for dealing with conflict

COMPETENCY 3.1.4: Utilize appropriate sources of support

COMPETENCY BUILDERS:

3.1.4.1 Explain the purpose of support systems
3.1.4.2 Identify positive sources of support
3.1.4.3 Develop a personal support system

* Advancing
** Futuring

UNIT 3: Relating to Others

SUBUNIT 3.2: Family Relationships

COMPETENCY 3.2.1: Explain the role and function of the family

COMPETENCY BUILDERS:

3.2.1.1 Examine the meaning of family
3.2.1.2 Describe different types and structures of families and their cultures
3.2.1.3 Analyze the importance of the family in meeting the needs of family members
3.2.1.4 Describe ways to care for family members
3.2.1.5 Identify the value of clear boundaries and rules in strong families

COMPETENCY 3.2.2: Assess importance of family roles and functions*

COMPETENCY BUILDERS:

3.2.2.1 Define family roles*
3.2.2.2 Compare factors causing change within family roles*
3.2.2.3 Describe functions of the family*

COMPETENCY 3.2.3: Evaluate ways to strengthen families

COMPETENCY BUILDERS:

3.2.3.1 Identify the characteristics of strong families
3.2.3.2 Create strategies for enriching families
3.2.3.3 Explain how family traditions, cultures, and rituals contribute to families
3.2.3.4 Assess types of support systems that strengthen families

COMPETENCY 3.2.4: Develop skill in creating positive relationships in the family

COMPETENCY BUILDERS:

3.2.4.1 Analyze reasons for conflicts between adults and children in families
3.2.4.2 Explain causes of sibling rivalry
3.2.4.3 Identify ways to develop positive relationships with adults
3.2.4.4 Identify ways to develop positive relationships with siblings

* Advancing
** Futuring

COMPETENCY 3.2.5: Examine family crises and stressful situations

COMPETENCY BUILDERS:

3.2.5.1 Analyze types and causes of family crises
3.2.5.2 Identify ways to cope with crises and stress
3.2.5.3 Compare roles in strong and dysfunctional families*

COMPETENCY 3.2.6 Examine factors that contribute to family lifestyles*

COMPETENCY BUILDERS:

3.2.6.1 Explain changes that occur during the family life cycle*
3.2.6.2 Describe types of families*
3.2.6.3 Compare family lifestyles*

COMPETENCY 3.2.7: Create strategies for preventing and dealing with family violence

COMPETENCY BUILDERS:

3.2.7.1 Analyze the characteristics of family violence
3.2.7.2 Explain the factors contributing to family violence
3.2.7.3 Identify strategies for preventing family violence
3.2.7.4 Compare resources that offer help for family violence

UNIT 3: Relating to Others

SUBUNIT 3.3: Relationships With Peers and Others

COMPETENCY 3.3.1: Make choices that foster positive relationships with peers and others

COMPETENCY BUILDERS:

3.3.1.1 Evaluate reasons for friendships and other support relationships
3.3.1.2 Identify characteristics of a good friend
3.3.1.3 Develop skills needed to build and maintain friendships
3.3.1.4 Analyze ways to resolve conflict and changes in friendships

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COMPETENCY 3.3.2: Deal with peer pressure

COMPETENCY BUILDERS:

3.3.2.1 Assess the importance of belonging to a group
3.3.2.2 Evaluate positive and negative effects of peer pressure on self and personal values
3.3.2.3 Practice techniques of avoiding peer pressure

COMPETENCY 3.3.3: Assess ways to develop positive male-female relationships*

COMPETENCY BUILDERS:

3.3.3.1 Evaluate reasons for dating*
3.3.3.2 Explain factors involved in dating and marriage readiness*
3.3.3.3 Determine positive qualities of a dating relationship and of a marriage partner*
3.3.3.4 Develop solutions to dating problems*

UNIT 3: Relating to Others

SUBUNIT 3.4: Caring for Others

COMPETENCY 3.4.1: Establish helping relationships with others

COMPETENCY BUILDERS:

3.4.1.1 Identify the responsibilities of caregivers
3.4.1.2 Explain the relationship between being a caregiver and being caring
3.4.1.3 Develop respect and caring relationships for individuals different from self
3.4.1.4 Compare volunteer/community service and career opportunities for caregivers

* Advancing
** Futuring

COMPETENCY 3.4.2: Care for children in responsible ways

COMPETENCY BUILDERS:

3.4.2.1 Analyze ways to meet needs of children in caregiving situations
3.4.2.2 Develop criteria for a safe environment for children
3.4.2.3 Identify emergency care procedures
3.4.2.4 Identify ways to care for a sick child
3.4.2.5 Create strategies for enriching the play environment of young children
3.4.2.6 Describe the physical, social, emotional, and intellectual growth of young children*
3.4.2.7 Analyze factors affecting child development*
3.4.2.8 Assess the importance of positive guidance and discipline*
3.4.2.9 Evaluate positive guidance and disciplinary techniques*

COMPETENCY 3.4.3: Identify the role of play in child development*

COMPETENCY BUILDERS:

3.4.3.1 Explain the value of play*
3.4.3.2 Describe methods of play*

COMPETENCY 3.4.4: Relate to elderly people in caring ways*

COMPETENCY BUILDERS:

3.4.4.1 Analyze attitudes about the elderly*
3.4.4.2 Describe characteristics and needs of elderly people*
3.4.4.3 Determine responsibilities of caring for the elderly*
3.4.4.4 Assess community resources available to the elderly*
3.4.4.5 Explore volunteer/community service opportunities with the elderly*

COMPETENCY 3.4.5: Develop skill in responsible care of people with special needs*

COMPETENCY BUILDERS:

3.4.5.1 Distinguish types of special needs*
3.4.5.2 Develop awareness of feelings, needs, and rights of people with special needs*
3.4.5.3 Describe responsibilities in caring for people with special needs*
3.4.5.4 Identify resources available for people with special needs*
3.4.5.5 Explore volunteer/community service opportunities involving people with special needs*

* Advancing
** Futuring

UNIT 3: Relating to Others

SUBUNIT 3.5: Global Society*

COMPETENCY 3.5.1: Make choices about community involvement*

COMPETENCY BUILDERS:

3.5.1.1 Describe how community issues affect families*
3.5.1.2 Assess the importance of volunteering*
3.5.1.3 Identify opportunities to volunteer in community activities*
3.5.1.4 Analyze the characteristics of a responsible volunteer*

COMPETENCY 3.5.2: Develop a global perspective of nations and peoples of the world*

COMPETENCY BUILDERS:

3.5.2.1 Determine the value of the diversity of world cultures*
3.5.2.2 Describe the interdependency of nations and peoples of the world*
3.5.2.3 Analyze the consequences of world issues*
3.5.2.4 Identify international organizations that address global problems*

COMPETENCY 3.5.3: Exhibit citizenship skills*

COMPETENCY BUILDERS:

3.5.3.1 Describe the rights and responsibilities of citizenship*
3.5.3.2 Identify ways to be a responsible citizen at home, at school, and in community settings*

COMPETENCY 3.5.4: Explain the impact of technological advancements on the family*

COMPETENCY BUILDERS:

3.5.4.1 Describe consequences of technological advancements*
3.5.4.2 Evaluate ethical issues related to technological advancements*

* Advancing
** Futuring

COMPETENCY 3.5.5: Develop a plan to deal with transitions and change*

COMPETENCY BUILDERS:

3.5.5.1 Describe changes people face as individuals, family members, and members of society*
3.5.5.2 Identify ways to deal with changing global society*
3.5.5.3 Identify ways to initiate change*

UNIT 4: Becoming Independent

SUBUNIT 4.1: Self-Care

COMPETENCY 4.1.1: Choose responsible behavior

COMPETENCY BUILDERS:

4.1.1.1 Distinguish the characteristics of responsible behavior
4.1.1.2 Describe skills needed of self-responsibility
4.1.1.3 Analyze the responsibilities of self-care at home
4.1.1.4 Identify strategies for handling emergency situations

COMPETENCY 4.1.2: Practice personal safety

COMPETENCY BUILDERS:

4.1.2.1 Explain the importance of self-protection
4.1.2.2 Evaluate ways to protect self at home and away from home
4.1.2.3 Identify resources for developing self-protection skills

COMPETENCY 4.1.3: Develop interdependent relationships that promote independence*

COMPETENCY BUILDERS:

4.1.3.1 Analyze the concept of interdependence*
4.1.3.2 Identify examples of interdependent relationships*
4.1.3.3 Develop skills that foster interdependence*

* Advancing
** Futuring

UNIT 4: Becoming Independent

SUBUNIT 4.2: Clothing

COMPETENCY 4.2.4: Make clothing purchase decisions*

COMPETENCY BUILDERS:

4.2.4.1 Evaluate factors to consider when selecting clothing*
4.2.4.2 Identify criteria for wise buying practices*
4.2.4.3 Evaluate factors to consider when purchasing clothing*
4.2.4.4 Analyze consumer responsibilities when purchasing clothing*

COMPETENCY 4.2.5: Care for clothing*

COMPETENCY BUILDERS:

4.2.5.1 Determine the importance of caring for clothing*
4.2.5.2 Analyze care labels to determine appropriate clothing care*
4.2.5.3 Describe skills used in caring for clothing*

COMPETENCY 4.2.6: Evaluate strategies for clothing maintenance*

COMPETENCY BUILDERS:

4.2.6.1 Demonstrate skill in repairing and recycling clothing*
4.2.6.2 Describe strategies for preventive care of clothing*

COMPETENCY 4.2.7: Develop basic sewing skills

COMPETENCY BUILDERS:

4.2.7.1 Identify and practice basic sewing skills
4.2.7.2 Analyze factors affecting clothing construction decisions*

* Advancing
** Futuring

UNIT 4: Becoming Independent

SUBUNIT 4.3: Food

COMPETENCY 4.3.1: Make appropriate food purchases

COMPETENCY BUILDERS:

4.3.1.1 Develop guidelines and criteria for food purchases
4.3.1.2 Evaluate the effect of advertisements on food purchases
4.3.1.3 Analyze the value of information found on food labels

COMPETENCY 4.3.2: Manage resources when preparing food

COMPETENCY BUILDERS:

4.3.2.1 Identify resources relevant to food preparation
4.3.2.2 Determine the importance of food preparation skills
4.3.2.3 Describe the source and use of recipes in food preparation
4.3.2.4 Demonstrate skill in using recipes

COMPETENCY 4.3.3: Maintain food safety and sanitation standards

COMPETENCY BUILDERS:

4.3.3.1 Identify ways to prevent accidents in the kitchen
4.3.3.2 Identify and practice clean and safe food handling techniques
4.3.3.3 Develop skill in maintaining a clean and safe kitchen

COMPETENCY 4.3.4: Plan and prepare nutritious meals and snacks

COMPETENCY BUILDERS:

4.3.4.1 Identify and consider factors in meal planning
4.3.4.2 Demonstrate the use of kitchen utensils and small appliances in food preparation
4.3.4.3 Develop food preparation skills

* Advancing
** Futuring

UNIT 4: Becoming Independent

SUBUNIT 4.4: Careers

COMPETENCY 4.4.1: Evaluate the importance of self-assessment for career planning

COMPETENCY BUILDERS:

4.4.1.1 Describe the importance of self-assessment
4.4.1.2 Assess personal interests, values, skills, and expectations about work in relation to career planning

COMPETENCY 4.4.2: Develop a career plan

COMPETENCY BUILDERS:

4.4.2.1 Identify types of careers
4.4.2.2 Identify sources of career information
4.4.2.3 Research traditional and nontraditional careers
4.4.2.4 Evaluate factors affecting career choices
4.4.2.5 Identify opportunities for education and training for job preparation
4.4.2.6 Evaluate barriers to employment
4.4.2.7 Establish short-term and long-term career goals

COMPETENCY 4.4.3: Examine entrepreneurship*

COMPETENCY BUILDERS:

4.4.3.1 Describe the characteristics of a successful entrepreneur*
4.4.3.2 Identify types of entrepreneurial businesses*
4.4.3.3 Explain the factors affecting success in small business*

COMPETENCY 4.4.4: Develop an effective plan to seek employment*

COMPETENCY BUILDERS:

4.4.4.1 Analyze factors to consider when seeking a job*
4.4.4.2 Explain how to find job openings*
4.4.4.3 Outline procedures for obtaining a social security number and work permit(s)*
4.4.4.4 Develop skill in writing letters of application, job applications, and resumes*
4.4.4.5 Demonstrate interviewing skills*
4.4.4.6 Identify laws related to equal opportunity employment*

* Advancing
** Futuring

UNIT 4: Becoming Independent

SUBUNIT 4.5: Work Roles

COMPETENCY 4.5.1: Demonstrate behaviors that contribute to success in school

COMPETENCY BUILDERS:

4.5.1.1 Determine the importance of school attendance
4.5.1.2 Practice skills for success in school
4.5.1.3 Identify ways to manage stress at school
4.5.1.4 Identify strategies for completing homework responsibilities
4.5.1.5 Examine the negative consequences of dropping out of school
4.5.1.6 Examine the benefits of staying in school
4.5.1.7 Identify support systems within the school

COMPETENCY 4.5.2: Demonstrate work habits that lead to success

COMPETENCY BUILDERS:

4.5.2.1 Identify the characteristics of successful workers
4.5.2.2 Explain the importance of a positive attitude toward work
4.5.2.3 Analyze the effect of attendance patterns on success at work
4.5.2.4 Describe appropriate personal appearance for work
4.5.2.5 Describe ways to develop good working relationships with boss and coworker(s)

COMPETENCY 4.5.3: Choose values and attitudes about work that lead to productive work roles*

COMPETENCY BUILDERS:

4.5.3.1 Analyze feelings and attitudes about work*
4.5.3.2 Identify reasons why people work*
4.5.3.3 Describe advantages and disadvantages of working*
4.5.3.4 Explain the impact of nonworkers on society*
4.5.3.5 Identify opportunities for career advancement*

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COMPETENCY 4.5.4: Evaluate strategies for developing effective work relationships*

COMPETENCY BUILDERS:

4.5.4.1 Describe ways to develop good working relationships with boss and coworker(s)*
4.5.4.2 Distinguish between helpful and hurtful feedback about job performance*
4.5.4.3 Identify issues affecting work relationships*

COMPETENCY 4.5.5: Develop a plan to balance work and family roles*

COMPETENCY BUILDERS:

4.5.5.1 Describe the interaction between work and family life*
4.5.5.2 Describe the responsibilities among family members*
4.5.5.3 Identify techniques to assist balancing work and family roles*
4.5.5.4 Evaluate how employee benefits enrich and support the quality of life*

UNIT 5: Managing Resources

SUBUNIT 5.1: Personal Resources

COMPETENCY 5.1.1: Demonstrate resource management

COMPETENCY BUILDERS:

5.1.1.1 Describe types of resources
5.1.1.2 Identify ways to access resources
5.1.1.3 Make decisions that reflect wise use of resources
5.1.1.4 Analyze how resources can be used to reach individual potential*
5.1.1.5 Create ways to increase individual potential by increasing personal resources*

COMPETENCY 5.1.2: Apply time management skills

COMPETENCY BUILDERS:

5.1.2.1 Analyze factors affecting time management
5.1.2.2 Identify time management techniques
5.1.2.3 Develop a time management plan

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UNIT 5: Managing Resources

SUBUNIT 5.2: Economic Resources

COMPETENCY 5.2.1: Demonstrate financial responsibility and integrity

COMPETENCY BUILDERS:

5.2.1.1 Identify and evaluate sources of personal or family income
5.2.1.2 Analyze values related to economic resources
5.2.1.3 Analyze factors affecting spending patterns
5.2.1.4 Describe the effect of family goals, needs, wants, and values on spending patterns
5.2.1.5 Examine the relationship between the economy and consumer choice
5.2.1.6 Evaluate ways to pay for goods and services

COMPETENCY 5.2.2: Budget personal finances effectively*

COMPETENCY BUILDERS:

5.2.2.1 Identify needs and wants*
5.2.2.2 Identify spending patterns*
5.2.2.3 Identify steps in budgeting process*
5.2.2.4 Prepare a budget*

COMPETENCY 5.2.3: Compare financial services**

COMPETENCY BUILDERS:

5.2.3.1 Identify types of financial services*
5.2.3.2 Evaluate ways to pay for goods and services*
5.2.3.3 Develop skill in using checking and savings accounts, making investments, and managing credit*

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UNIT 5: Managing Resources

SUBUNIT 5.3: Consumerism

COMPETENCY 5.3.1: Make effective consumer decisions

COMPETENCY BUILDERS:

5.3.1.1 Analyze influences on consumer decisions
5.3.1.2 Develop skill in comparison shopping
5.3.1.3 Assess the importance of considering price and quality
5.3.1.4 Identify sources of consumer information
5.3.1.5 Compare sources of goods and services
5.3.1.6 Explain the consequences of theft and vandalism

COMPETENCY 5.3.2: Evaluate advertising and its influence on personal consumer decisions

COMPETENCY BUILDERS:

5.3.2.1 Explain the purpose of advertising
5.3.2.2 Distinguish between various types of advertising appeals
5.3.2.3 Examine the impact of advertising messages
5.3.2.4 Examine the impact of fraud and deception

COMPETENCY 5.3.3: Analyze the use of label information in purchasing consumer goods and services

COMPETENCY BUILDERS:

5.3.3.1 Identify information found on labels
5.3.3.2 Describe laws influencing labeling

COMPETENCY 5.3.4: Identify consumer rights and responsibilities*

COMPETENCY BUILDERS:

5.3.4.1 Describe ways to deal effectively with consumer problems*
5.3.4.2 Develop skills needed to write a letter of complaint*
5.3.4.3 Explain the types of warranties and guarantees*
5.3.4.4 Examine the impact of fraud and deception*
5.3.4.5 Explain the consequences of shoplifting and vandalism*

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UNIT 5: Managing Resources

SUBUNIT 5.4: Living Environment

COMPETENCY 5.4.1: Plan for use of personal living space

COMPETENCY BUILDERS:

5.4.1.1 Describe the function of personal living space in housing
5.4.1.2 Develop skill in designing personal living space creatively
5.4.1.3 Develop a plan to meet storage needs

COMPETENCY 5.4.2: Maintain a safe and healthy housing environment

COMPETENCY BUILDERS:

5.4.2.1 Explore changing male and female roles in household responsibilities
5.4.2.2 Assess the importance of household cleanliness
5.4.2.3 Manage and perform household tasks
5.4.2.4 Evaluate safe methods for controlling pests
5.4.2.5 Explain household safety practices
5.4.2.6 Identify procedures for basic household maintenance and repair

COMPETENCY 5.4.3: Assess the importance of a place to live*

COMPETENCY BUILDERS:

5.4.3.1 Explain how housing meets the needs of individuals and family members*
5.4.3.2 Evaluate types of housing*
5.4.3.3 Analyze housing issues*
5.4.3.4 Identify opportunities for volunteerism/community service with regard to housing issues*
5.4.3.5 Evaluate the impact of homelessness*

COMPETENCY 5.4.4: Evaluate ways to share living space*

COMPETENCY BUILDERS:

5.4.4.1 Analyze the effect of shared living space on family interaction*
5.4.4.2 Describe how family members can meet privacy needs*
5.4.4.3 Explain the responsibilities of sharing living space in a neighborhood and community*

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COMPETENCY 5.4.5: Analyze personal role in caring for the environment

COMPETENCY BUILDERS:

5.4.5.1 Identify types of natural resources
5.4.5.2 Identify the need for recycling and conservation
5.4.5.3 Explain ways to conserve resources
5.4.5.4 Examine personal contributions to pollution
5.4.5.5 Conserve resources through precycling, recycling, and beautification

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